



Individual Report

Coach Version

Chen Sample

June 21, 2024



Philosophy Behind This Coach's Guide

The Mayer-Salovey-Caruso Emotional Intelligence Test™ Second Edition (MSCEIT® 2) measures emotional intelligence (EI) using a performance-based approach. This can lead to results that may be surprising to clients, and as a result, the MSCEIT 2 can be uniquely useful and helpful. In addition, some people will overestimate their MSCEIT 2 score, and the more they overestimate, the less open or interested they may be in hearing about their results. Consequently, managing a client's expectations about their results and ensuring that they stay in a mindset that allows them to be open to hearing the feedback becomes a key part of your coaching role. Remember that a good assessment generates good hypotheses, and the MSCEIT 2 is a good assessment.

Approach each MSCEIT 2 feedback session with respect for the client, great care, and humility. Discussing assessment results as hypotheses to be accepted or rejected is recommended. Not only is this good practice, but it is also a more emotionally intelligent way to provide feedback on emotional intelligence skills. Consider, for example, a client who expected to do better than they did and whose emotion management skills need development. That person will need your support and may gain the most out of their time with you if you use a feedback approach that decreases their defensiveness.

Our experience with thousands of feedback sessions predicts that your feedback session will provide great value and insight to your client and will be rewarding to you as well. The key is to employ the ability model of EI to structure your feedback: how are you feeling, how is your client feeling, are these feelings helpful in this session, how might you and the client react, and finally, what specific strategies will you use to stay open and to help your client become or remain engaged? Remember that you can use the client's results to alter your approach. For example, a client with lower scores on Managing Emotions can be provided with concrete strategies to help them remain open to the feedback they receive.



Putting MSCEIT 2 Scores in Context

It is important to remember that the MSCEIT 2 measures your client's current level of skill. This means that they can get a low score on the MSCEIT 2, and, through hard work and effort, they can learn behaviors or strategies that allow them to better support those EI areas and skills that are more challenging for them. Your client can achieve EI-related results by being more aware of their skill level and working with you to develop that skill. There are also other reasons for a client obtaining a low score, and these may include the following:

- Your client may have taken the assessment too quickly and not read the instructions for each type of question.
- Your client may have answered the questions the way they would usually respond in those types of scenarios rather than the way they *should* respond according to EI research.

If your client is surprised by the scores they obtained, you may want to ask them about their experience taking the MSCEIT 2 to better understand how they responded. On the other hand, even if your client achieves high scores on the MSCEIT 2, others may overlook their talent in this area if they don't actively use the emotional ability that they possess. Consequently, regardless of whether your client ends up achieving low or high scores, the MSCEIT 2 can help them understand where they will benefit from working with you to develop EI strategies or identify existing EI strengths that they should further leverage.

Assessment and Participant Information

Assessment and Scoring

Language of Assessment:	English (North America)
Norm Region:	North America
Normative Sample:	General Population–Overall

Participant Information

Participant Identifier:	Chen Sample
Assessment Purpose:	Personal development
Industry:	Agriculture, Forestry, Fishing, and Hunting
Job Family or Occupation Group:	Healthcare Practitioners and Technical Occupations
Job Role or Occupation:	Podiatrists

Response Style Indicators

	Duration (min:sec)	Omitted Items	Incorrect Attention Check Items
Full Assessment	! 56:30 Unusually long response time	0%	‡ 5
Perceiving Emotions	! 22:18 Unusually long response time	0%	‡ 1 Contextual Pictures
Connecting Emotions	08:42	0%	‡ 2 Sensations Changing Contexts
Understanding Emotions	! 18:12 Unusually long response time	0%	‡ 1 Blends
Managing Emotions	07:12	0%	‡ 1 Picture Panels

! An administration time is outside of the expected range and further exploration with the client is recommended. Ask them what their experience with taking the assessment was like (e.g., when and where they took it, or under what conditions).

‡ At least one attention check item was incorrect, suggesting that the client may not have read the questions carefully, rushed to select a response, or experienced challenges paying attention or focusing on the questions. This is a potential validity concern and further exploration with the client is recommended.

Overview of Scores

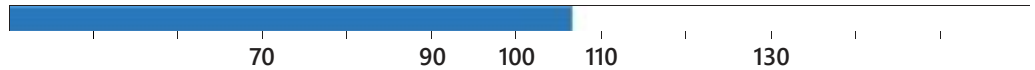
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)

Total EI



106
(98 - 114)
Score

Proficient



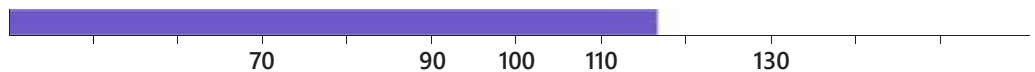
Overall sense of your ability to reason with emotions and about emotion-related information.

Perceiving Emotions



116
(103 - 129)
Score

Skilled



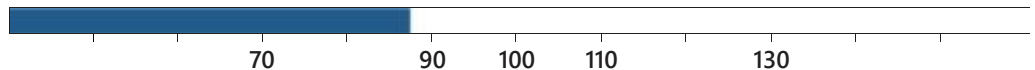
The skills needed to perceive and accurately identify emotions in people and their environments.

Connecting Emotions



87
(72 - 102)
Score

Consider Developing



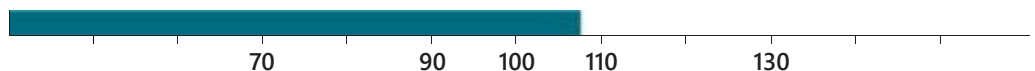
The skills needed to feel and use emotions to assist thought and connect with others through empathy.

Understanding Emotions



107
(95 - 119)
Score

Proficient



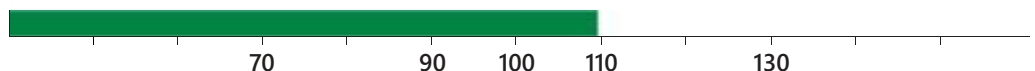
The skills needed to understand emotional information, including the meaning, causes, and changes in emotions.

Managing Emotions



109
(96 - 122)
Score

Proficient



The skills needed to be open to your own emotions and those of other people, and the ability to reflectively manage emotions to make optimal decisions.

Note: Values in parentheses = 90% confidence intervals; nine times out of ten, the respondent's true score would fall within such ranges.



Information About Perceiving Emotions

The Perceiving Emotions domain looks at a person's accuracy in perceiving emotions in themselves, others, and the environment. This domain is assessed using three types of questions.

The Faces and Videos questions combine to measure your client's ability to accurately identify how people feel based on their facial expressions. The Contextual Pictures questions measure your client's ability to consider non-facial cues, such as those presented in their external surroundings or through body language.

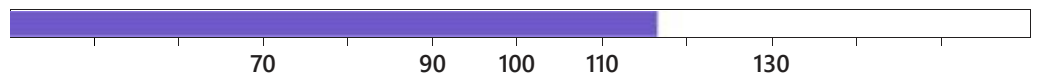
Perceiving Emotions Score

Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



116
(103 - 129)
Score

Skilled



The skills needed to perceive and accurately identify emotions in people and their environments.

Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Faces	81%			✓
Videos	75%		✓	
Contextual Pictures	50%	✓		

Note. Even though this information is provided about your client's performance across the different question types within this domain, the Perceiving Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Skilled** range for Perceiving Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- Your scores suggest you are very accurate in your perceptions of how people feel. How often do you share your emotional insights with others? What strategies or methods, if any, do you use to share those insights?
- Have there been times when you didn't fully use your skills at perceiving emotions? What challenges or situations made it difficult?
- Your initial impressions of how someone feels is likely very accurate. How do you use that information?
- Can you describe a situation where you noticed that someone's expressed emotions didn't match their true feelings? What facial cues led you to this realization?
- How successful have you been in interpreting people's emotions from their body language or gestures?



Information About Connecting Emotions

The Connecting Emotions domain provides information on how well your client can connect physical feelings to different emotions and how they connect different emotions to different types of thinking and problem-solving. This domain is assessed using four types of questions.

The Sensations and Emotion Dimensions question types measure your client's ability to identify how warm or cold (i.e., pleasant or unpleasant) an emotion feels or whether an emotion is low or high energy. The more your client possesses these skills, the more they will be able to connect with and empathize with others.

Performance on the Facilitation and Changing Contexts questions can be used to help you understand the extent to which your client can capitalize on how different emotions can be helpful for different kinds of problem-solving. For example, if someone is in a joyful state, they can use that emotion to inspire a team.

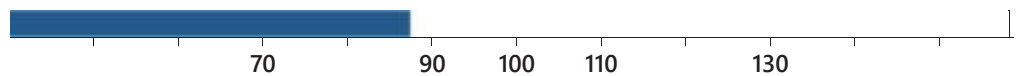
Connecting Emotions Score

Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



87
(72 - 102)
Score

Consider Developing



The skills needed to feel and use emotions to assist thought and connect with others through empathy.

Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Sensations	38%	✓		
Emotion Dimensions	50%		✓	
Facilitation	63%			✓
Changing Contexts	0%	✓		

Note. Even though this information is provided about your client's performance across the different question types within this domain, the Connecting Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Consider Developing** range for Connecting Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- Do you work on tasks even when you or others aren't in the mood? Have you thought about how certain emotions can help you solve a problem or perform a task?
- Can you describe a time when you ignored a bad feeling about a decision?
- Which emotions do you experience most intensely? Can you describe the physical sensations associated with these emotions?
- How successful are you at connecting people's emotions to how those emotions impact their problem-solving or completion of different tasks like detailed work, error checking, or idea generation?
- Are there instances where you've persevered on a task even if your mood has changed and may no longer be helpful?




Information About Understanding Emotions

The Understanding Emotions domain provides insight into how your client uses their knowledge of emotions to understand why people feel the way they do and to predict how their emotions may change. This domain is assessed using three types of questions.

The Changes and Progressions questions combine to measure your client’s understanding of how emotions develop and can change based on events. The Blends questions measure your client’s ability to understand and voice the many and sometimes conflicting nuances of more complex emotions.

Understanding Emotions Score

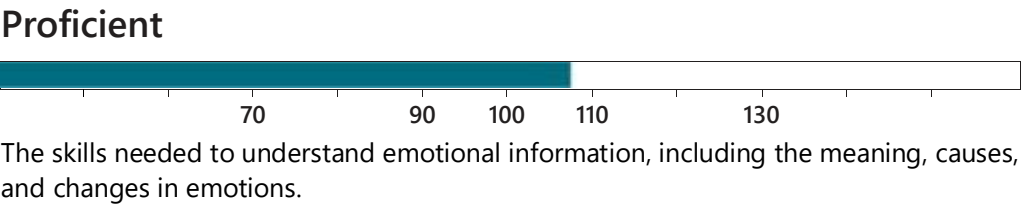
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



107

(95 - 119)

Score



Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Changes	57%		✓	
Progressions	80%			✓
Blends	36%		✓	

Note. Even though this information is provided about your client’s performance across the different question types within this domain, the Understanding Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.



Reflection Questions

Your client scored in the **Proficient** range for Understanding Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- Can you tell me about a time when you described to someone your understanding of their feelings and the person found your views to be insightful?
- Can you recall a time when you predicted people's emotional reactions, also known as "emotional what-if" scenarios?
- How accurate are your predictions in "emotional what-if" scenarios? Have there been instances where the outcomes surprised you?
- Are there nuances to some emotions that you point out to other people to help them better understand a situation?
- What words do you frequently use to express your emotions? Can you think of any alternatives or synonyms for these words?



Information About Managing Emotions

The Managing Emotions domain looks at a person’s ability to effectively use emotional strategies to manage their own and other people’s emotions when working towards the achievement of desired outcomes. It assesses your client’s openness to emotions in problem-solving and their awareness that effective emotion management depends on using a range of strategies. This domain is assessed using two types of questions.

The Emotion Scenarios questions measure your client’s ability to process emotion-laden situations using verbal narratives. The Picture Panels questions measure your client’s ability to process emotion-laden situations using visual stories or drawings. Additionally, your client’s performance on these two types of Managing Emotions questions can be used to shed additional light on their ability to manage emotions in themselves and others.

Managing Emotions Score

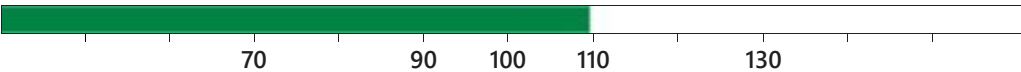
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)

109

(96 - 122)

Score

Proficient



The skills needed to be open to your own emotions and those of other people, and the ability to reflectively manage emotions to make optimal decisions.

Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Emotion Scenarios	68%		✓	
Picture Panels	93%		✓	

Note. Even though this information is provided about your client’s performance across the different question types within this domain, the Managing Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Proficient** range for Managing Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- Is your decision-making process effective? What aspects are successful and what could be improved?
- Which emotions are easier for you to incorporate into decision-making? Which emotions may be disrupting your thought processes?
- What coping strategies do you use in stressful situations? Have you used these strategies to help others?
- What types of emotional situations do you handle well? Conversely, what situations or contexts do you find yourself struggling with a bit?
- Can you recall a stressful situation that you successfully resolved? What strategies did you use? Can you also recall a stressful situation where the outcome wasn't ideal? What did you try that didn't work as expected?

Domain Comparisons

Clients' scores will often vary across the domains, but small variations are typical and rarely indicate meaningfully different levels of ability with one domain versus another. However, a large gap (i.e., 10 points or more) between domain scores can provide useful insights. It's important to note that these differences show varying skill levels, not personal preferences. To help your client understand how their domain scores may impact each other, consider incorporating the information in this section into your feedback session with your client.

Perceiving Emotions
116

>

Connecting Emotions
87

Your client's Perceiving Emotions score is meaningfully higher than their Connecting Emotions score. This suggests that they are more skilled at perceiving emotions in themselves and other people than they are at putting the emotions that they perceive to use.

Because your client scored in the lower ranges for Connecting Emotions, they may not be using information about the emotions they perceived to impact how they or others think, behave, or make decisions. Discuss how their and others' emotions impact thinking and behavior and consider exploring ways to more intentionally use emotions to guide tasks and choices.

Perceiving Emotions
116

=

Understanding Emotions
107

Your client's Perceiving Emotions score is not meaningfully different from their Understanding Emotions score, suggesting that they have a similar level of skill in these two domains.

Perceiving Emotions
116

=

Managing Emotions
109

Your client's Perceiving Emotions score is not meaningfully different from their Managing Emotions score, suggesting that they have a similar level of skill in these two domains.

Connecting Emotions
87

<

Understanding Emotions
107

Your client's Connecting Emotions score is meaningfully lower than their Understanding Emotions score. This suggests that they are more skilled at gathering information about emotions through conversation or analysis of a situation than they are at feeling emotions and having an emotional connection with others.

Connecting Emotions
87

<

Managing Emotions
109

Your client's Connecting Emotions score is meaningfully lower than their Managing Emotions score. This suggests that they are more skilled at using strategies to manage emotional situations than they are at feeling and experiencing their emotions or using the emotions themselves to impact the way they or others think, behave, or make decisions.

Understanding Emotions
107

=

Managing Emotions
109

Your client's Understanding Emotions score is not meaningfully different from their Managing Emotions score, suggesting that they have similar levels of skill in these two domains.

Interpretation of Supplemental Scores

Perceived MSCEIT 2 Performance

This section provides the response to one item that asks your client to rate their self-perceived performance on the MSCEIT® 2.

Thinking back to your answers, how well do you think you performed on this test?

I think I did well.

How can you use this information?

Because your client's Total EI result is lower than they thought, you'll need to carefully manage their expectations. The bigger the gap between their expected and actual scores, the more thoughtful you should be with your feedback. Keep the following in mind:

- Acknowledge that because the MSCEIT 2 measures EI by performance, it's common for people to overestimate their scores.
- Overestimating EI scores can lead to doubts about the results, the value of EI, or the client's interest in improving their EI skills. To avoid this, explain the test's accuracy and frame the results as ideas for discussion, not facts.

When discussing scores, be gentle to prevent clients from dismissing feedback that could affect their self-esteem. Using a strengths-based feedback approach may make them more receptive to feedback and willing to work on their EI skills.

Positive-Negative Bias Score

This score was carried over from the original MSCEIT. The Bias score is not an ability score—it reflects whether the client endorsed more negative or more positive emotions when answering the Faces questions.



73

Score

Negative Response Bias (<90) | No Response Bias (90-109) | Positive Response Bias (≥110)

When responding to the Faces questions, your client scored in the **Negative Response Bias** range, meaning that they gave more intense ratings of “negative” or unpleasant emotions than other people. Your client may have a bias towards viewing people around them as feeling more unpleasant or negative than they actually are.

How can you use this information?

Note: the Positive-Negative Bias Score has lower reliability than the other scores and should be used with great caution. We make this score available to coaches who have used the previous version of the MSCEIT.

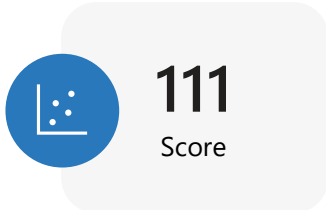
You can use the Positive-Negative Bias Score to investigate whether your client tends to perceive more unpleasant emotions than actually exist. Because your client may see people around them in a more negative light than others, independent of the actual emotions being felt or displayed, you may want to engage in a conversation to explore the extent to which this bias permeates their views of people and situations, their predicted outcomes of events, and their interactions with others. Some questions you may ask your client include the following:

- Do you generally attribute negative emotions to a situation?
- How confident are you in your ability to accurately read a situation?
- Is your judgment of emotional situations potentially being filtered through a biased lens?
- How might this bias impact your interactions with others?

Scatter Score

This score was carried over from the original MSCEIT®. The Scatter score is an indication of the degree of variation achieved by a client across the four domains in comparison to the normative sample.

Low Scatter (<90) | Average Scatter (90-109) | Elevated Scatter (≥110)



Your client has an **Elevated Scatter** score, which means that their scores across the four domains showed more variability than is typical.

How can you use this information?

Because your client's Scatter Score is **Elevated**, this means that their scores varied considerably across the four domains. When the Scatter Score is elevated, the Total EI score is not necessarily a good summary of a person's emotional intelligence functioning because it is a combination of scores from the various score ranges. Consequently, it is recommended that you spend more time on the four domain scores to better understand your client's skill levels. Examine their MSCEIT 2 domain scores to see which domains were their strongest and weakest areas.

An elevated scatter score may also reflect the need to investigate whether the client misinterpreted instructions or was rushed or distracted when completing some portion(s) of the assessment.

Processing Pleasant and Unpleasant Emotions

Processing Pleasant Emotions Score

This score indicates your client's skill at accurately responding to assessment items involving pleasant emotions. "Pleasant" emotions have sometimes been called "positive" emotions as opposed to "negative" emotions.

Develop (<90) | Proficient (90-109) | Skilled (≥110)



118
Score

Your client's ability to accurately process assessment items involving pleasant emotions was in the **Skilled** range, which suggests that your client is quite accurate when responding to assessment items that featured more pleasant emotions and emotion scenarios.

Processing Unpleasant Emotions Score

This score indicates your client's skill at accurately responding to assessment items involving unpleasant emotions. "Unpleasant" emotions have sometimes been called "negative" emotions as opposed to "positive" emotions.

Develop (<90) | Proficient (90-109) | Skilled (≥110)



94
Score

Your client's ability to accurately process assessment items involving unpleasant emotions was in the **Proficient** range, which suggests that your client is generally accurate when responding to assessment items that featured more unpleasant emotions and emotion scenarios.

Comparing Processing Pleasant and Unpleasant Emotions Scores

Your client processes pleasant emotions more accurately than unpleasant emotions. It's worth discussing with them why this might be and suggesting that they focus more on processing negative emotions. However, keep in mind that the MSCEIT 2 measures ability, not personal preference or choice. So, it doesn't reflect what your client chooses to do or prefers to do regarding their emotional processing.